



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Career Readiness, Life Literacies, and Key Skills Integrated Curriculum 2022

Kindergarten — Sixth Grade

Updated and aligned 2020 NJ SLS

**THESE ARE SKILLS
WE CAN TAKE
WHEREVER WE GO IN
LIFE, NO MATTER
WHAT WE DO.**

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Millie Hogue

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Deanne Somers, Superintendent

Overview

The [2020 Career Readiness, Life Literacies, and Key Skills](#) concepts and skills necessary for New Jersey's students to thrive in an ever-changing world are intended for integration throughout all K–12 academic and technical content areas. The New Jersey Student Learning Standards Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provide the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The NJSL-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.

The design of the 2020 version of the NJSL-Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills as stated at the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;

- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Structure of the NJSLS-CLKS

The organization and content of the NJSLS-Career Readiness, Life Literacies, and Key Skills include the following areas:

- *Standard 9.1 Personal Financial Literacy*: the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- *Standard 9.2 Career Awareness, Exploration, Preparation and Training*: the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- *Standard 9.3*: what students should know and be able to do upon completion of a CTE Program of Study.
- *Standard 9.4 Life Literacies and Key Skills*: key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Our Goal

The goal of the Roseland School District is to integrate Career Readiness, Life Literacies, and Key Skills into daily life and learning experiences to ensure our students are prepared for the world beyond our doors. The key ideas are derived from disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The key ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience.

The following Standards for Career Readiness, Life Literacies, and Key Skills are embedded across content areas and units which have been created to authentically engage students in their concepts. Students will develop age and grade level appropriate understanding of problem-solving, critical thinking, civic responsibility, digital citizenship, and global thinking skills throughout their days.

Curricula which integrates Career Readiness, Life Literacies, and Key Skills includes:

- Social Studies
- Integrated Technology
- Library Media
- Inclusion
- Socio-Emotional Learning
- Mathematics
- Literacy
- Arts and Music

2020 New Jersey Student Learning Standards Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy - By the End of Grade 2

Civic Responsibility:

There are actions an individual can take to help make this world a better place.

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Financial Institutions:

Money comes in different values, forms, and uses.

- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Financial Psychology:

There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

External factors can influence the items that an individual wants or needs.

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting:

A budget is a plan that helps an individual obtain his/her financial goals.

- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- Saving money is a habit that can be developed.
- 9.1.2.PB.2: Explain why an individual would choose to save money.

Risk Management and Insurance

There are ways to keep the things we value safely at home and other places.

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.1 Personal Financial Literacy - By the End of Grade 5

Civic Financial Responsibility

You can give back in areas that matter to you.

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Credit Profile

There are benefits to having a positive credit history.

- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

Economic and Government Influences

Taxes are collected on a variety of goods and services at the local, state, and federal

levels.

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”
- 9.1.5.EG.2: Describe how tax monies are spent
- There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.
- 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

There are agencies, laws, and resources to protect individuals as consumers.

- 9.1.5. EG.5: Identify sources of consumer protection and assistance.

Financial Institutions

People can choose to save money in many places such as home in a piggy bank, bank, or credit union.

- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

Financial Psychology

An individual’s financial traits and habits affect his/her finances

- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.

Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

Not all financial information is accurate or truthful.

- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

Planning and Budgeting

There are specific steps associated with creating a budget.

- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

Saving money can impact an individual’s ability to address emergencies and accomplish their short-and long-term goals.

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Risk Management and Insurance

Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

9.1 Personal Financial Literacy - Grade 6 is coordinated in cooperation with West Essex Middle School - By the end of Grade 8; Financial Literacy is addressed in Social Studies.

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning - By the End of Grade 2

Different types of jobs require different knowledge and skills.

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

There are benefits and drawbacks to being an entrepreneur.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business.

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning - By the End of Grade 5

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Income and benefits can vary depending on the employer and type of job or career.

- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

There are a variety of factors to consider before starting a business.

- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.

Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.2.5.CAP.9: Justify reasons to have insurance.

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning - Grade 6 is coordinated in cooperation with West Essex Middle School - By the end of Grade 8; Careers is addressed in Social Studies and related programs.

9.4 Life Literacies and Key Skills - By the End of Grade 2

Creativity and Innovation

Brainstorming can create new, innovative ideas.

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Critical Thinking and Problem-solving

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Digital Citizenship

Digital artifacts can be owned by individuals or organizations.

- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- Individuals should practice safe behaviors when using the Internet.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

- 9.4.2.DC.5: Explain what a digital footprint is and how it is created. Digital communities allow for social interactions that can result in positive or negative outcomes.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Young people can have a positive impact on the natural world in the fight against climate change.

- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Global and Cultural Awareness

Individuals from different cultures may have different points of view and experiences.

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Information and Media Literacy

Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1: Identify a simple search term to find information in a search

engine or digital resource. Digital tools can be used to display data in various ways.

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Information is shared or conveyed in a variety of formats and sources.

- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology Literacy

Digital tools have a purpose.

9.4.2.TL.1:

Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Collaboration can simplify the work an individual has to do and sometimes produce a better product.

- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4 Life Literacies and Key Skills - By the End of Grade 5

Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of

failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Digital Citizenship

Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- Digital identities must be managed in order to create a positive digital footprint.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Digital tools have positively and negatively changed the way people interact socially.

- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Digital engagement can improve the planning and delivery of climate change actions.

- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Global and Cultural Awareness

Culture and geography can shape an individual's experiences and perspectives.

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Information and Media Literacy

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). Specific situations require the use of relevant sources of information.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology Literacy

Different digital tools have different purposes.

- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

9.4 Life Literacies and Key Skills - Grade 6 is coordinated in cooperation with West Essex Middle School - By the end of Grade 8; Topics are also addressed in Integrated Technology, Information and Media, Social Studies, and Inclusion Curricula.